Lillian Crespo

Professor O’Connor-Petruso

Wiki Assignment #2

CBSE 7201T

Fall 2012

1. Honigsfeld, A. (2009). “Not One Size Fits All” ELL’s Program. *Kappa Delta PI Records* Summer, 166-171.

This article talks about the five major types of programs that schools have adopted in the past. Programs that don’t necessarily work because schools feel that one sizes fits all. However, this article goes on to say that schools should not only adopt strong educational models that help to teach ESL students, but should advocate to school communities that schools need to have a strong Instructional plan for their ESL population because one size does **not** fit all. Honigsfeld explains that schools that have adopted one of five ESL program modules, and briefly describes each of them. They are (English Language Monolingual Program, English Language Monolingual Program- Plus, Transitional bilingual Education Program, Maintenance bilingual Education Program, and Structured Immersion Program). Honigsfeld says that each student’s needs are different from one another. She talks about schools needing to advocate for strong instructional plans and programs that will better equip the teacher and monitor the student’s progress. She favors a Structured English Program because she feels 90/10 models have failed ELL’s in the past, she thinks a 50/50 model will work best for these students because they need to communicate in their native language with their teacher for clarification.

1. Vaughn, S., Moody, S.W., Schumm, J.S. **(**1998). Broken promises: reading instruction in the resource room. *Exceptional Children Council for Exceptional Children: Academic*, Winter V64

This paper reports the findings of a survey of randomly selected third‐grade English as a Second Language (ESL) teachers throughout the state of Massachusetts. The initial intent of this research was to determine what models of ESL instruction are most widely used in elementary schools throughout the state and what sorts of cooperating teachers would be available to mentor our present teachers. The survey data, however, also helped create a profile of elementary ESL specialists, including their professional preparation, job status, and perceptions of their role, and their suggestions for improving the delivery of ESL services. Implications for both schools and teacher preparation are included in this article talks about schools that were observed three times over the past year. The observations discovered students that were taken from their classrooms to receive services did not make any changes in their academics. The observations help to bring the issue to light. This article’s main focus is connected to another issue the DOE faces with special education reform; Which recommended that special and general education personnel and programs work cooperatively to combine their skills and resources to meet the educational needs of each student.

1. Njuguna, W. (2011). Teacher Collaborationi TESOL. *Education Daily*. Vol. 44 Issue 40, p 4.

The article discusses the topic of co-teaching of English language learners (ELLs) which was discussed by Margaret Black, director of the Center for Diverse Student Learning, at the National Title I Conference in February 2011. Black commented on ways for ELL specialists to improve teaching expertise, help general teachers understand the unique needs of ELL students, and help classroom planning.

1. Zehr, M.A. Dec 2006. Team-Teaching Helps Close Language Gap. *Education Week*, v26 n14, p26-29.

This article talks about St. Paul, Minnesota public schools, "pullout" teaching is frowned upon. Instead, "collaboration" is the favored method when it comes to teaching English-language learners. For three of the past four years, the district has made adequate yearly progress for its English-language learners under the federal No Child Left Behind Act. It has done so with a population that is primarily Hmong, a Laotian ethnic group that was first resettled in the Twin Cities in the late 1970s after the Vietnam War. The St. Paul district is "amongst the best" of 65 urban school systems in nearly closing the achievement gap between English-language learners and native speakers based on an analysis of state data. Over the past seven years, the district in the Minnesota capital has revamped its programs for elementary students so that inclusion has replaced assigning English-language learners to a full-day English-as-a-second-language track or having an ESL teacher regularly pull them out of class. Now, mainstream and ESL teachers co-teach in the same classroom, which is not a commonly used method. This article describes how teachers team-teach to help English-language learners.

1. Hoffman,P., Dahlman, A. (2007).MAKING DECISIONS ABOUT ESL CURRICULUM. [wed blog post] minnetesol.org/blog1/wp-content/uploads/.../6\_hoffman.pdf

This paper describes the authors’ work with one school district in Minnesota helping to evaluate and revise their ESL program. In particular, the authors describe the steps that the district ESL teachers took in evaluating and selecting an ESL curriculum. These steps included consulting existing literature on curriculum and textbook selection, coming to a consensus as a district about priorities in regard to the ESL curriculum, looking at curricular choices made by other districts in Minnesota and creating a comprehensive curriculum review evaluation rubric to assist in making the right decision for the district. In addition to describing the process of the curriculum evaluation and redesign in the district, they present evaluation tools (checklists and rubrics) that they created for the purpose of designing curriculum. Further, they propose guidelines for the process of making decisions about ESL curriculum, which can be modified to fit other districts’ ELL characteristics, teacher preferences, identified standards, and mainstream curricula.

1. Bell, A.B., Baecher, L. (2012). Points on a Continuum. *ESL Teachers Reporting on Collaboration.*

Today's K–12 English as a second language (ESL) teachers are encouraged to coplan or coteach with content teachers in order to support English language learners, thus moving English language support into the content area classroom, through push-in or coteaching rather than the pull-out model. However, results from a questionnaire of 72 K–12 ESL teachers across a wide range of settings suggest that collaboration may or may not take place within any of these models and can best be understood in terms of the intersection of the variables of frequency (limited to extensive) as well as type of practice (formal to informal). Results of this study have implications for administrator professional learning, teacher education, and teacher leadership.